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ABSTRACT

The curriculum guide presents a working draft of the second grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies: family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The second grade unit is presented in two sections. Section I is designed to develop the understanding of organized communities with people who share facilities and responsibilities for the common good. Activities focus on the concept of community and the ways all communities are alike although comprised of different peoples. Section II emphasizes goods and services provided to various peoples in different cultures. It also focuses on the need for cooperation of all who are interested in the welfare of the community. Each section includes key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts are included. (CK)

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GRADE 2

Communities - People

Communities - Goods and Services

1978

SP 012 646

Allegany County Board of Education, Cumberland, Md.

Maryland State Dept. of Education, Baltimore

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Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. New Perspectives in Intergroup Education, Volume I, a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

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Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surrounding in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Teacher:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per Day	Minutes Alloted per Week	SCIENCE 6 Weeks 600' 1800'	SCIENCE 6 Weeks 600' 1800'	HEALTH 6 Weeks 600' 1800'	SOCIAL SCIENCE 6 Weeks 600' 1800'	SOCIAL SCIENCE 6 Weeks 600' 1800'	OTHER 6 Weeks 600' 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child	LIFE and the Environment	PERSONAL CARE	Home and Family		
1	20	100	PHYSICAL Matter	LIFE Familiar Animals	Nutrition	School	Neighborhood	
2	25	125	PHYSICAL Change	LIFE Plants	Family Life	Communities - People	Communities - Goods and Service	
3	35	175	PHYSICAL Machines	LIFE Unusual Organisms	Safety	Allegany Co. Past and Present	Indians Past and Present	
4	45	225	PHYSICAL Energy	LIFE (Animal and Plant) Interrelationships	Digestive System ENERGY	Maryland - History of the Colonial Period	Maryland - Geography	
5	55	275	PHYSICAL Space	LIFE (Animal and Plant) Microorganisms	Lungs/Respiratory System	United States - Our Expanding Nation	United States - Interdependence of Regions	
6	60	300	PHYSICAL Air, Land, and Water	LIFE (Animal and Plant) Ancient Plants and Animals	Heart/Circulatory System	Major Cultures - A Comparative Study	Political Science	

Introduction

The science and social science units follow the same basic format. The following are components of each unit:

Unit Overview

Goals

Objectives

Behaviors

Key Questions

Suggested Activities

Suggested Vocabulary

Places to Visit

Community Consultants

Bibliography

Audio-Visual List

The units have been written so that many approaches for teaching them may be used such as learning centers, committee work, and individual projects, i.e., self selection and research. Activities listed under each concept and/or key questions must be selected in order to develop the concept and answer the key questions. It is not necessary to use all activities. Other activities which in the teacher's judgment are more appropriate and for which the teacher has resources may be substituted.

GRADE 2

Communities - People

Social Sciences

Communities - People

Grade 2

The material in this unit develops the understanding that people everywhere in the world have organized communities in which to live, sharing facilities and responsibilities for the common good.

The focus of the content is on developing a concept of community, and recognizing that while there are many differences in communities, due primarily to cultural backgrounds, all communities are alike in that they help their members meet their basic needs.

GOAL 1 - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement 1

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement 1-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love, by:

Behaviors -(Level 1)

a. Listing biological needs for sustaining life.

b. Comparing ways one shows affection with ways other people show affection; i.e., collecting family pictures which infer feelings of love.

c. Explaining the differences between needs and wants; i.e., preparing a bulletin board of pictures cut from magazines which depict needs and wants.

d. Identifying the psycho-social needs of individuals.

e. Supporting the statement, "Everyone needs a friend."

f. Determining the effects of being deprived of food and/or shelter for a period of time.

Subconceptual Statement 1-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

Behaviors - (Level 1)

a. Discussing a series of pictures which show possible sources of food, clothing, and shelter needed by all families.

b. Illustrating some items of food, clothing or shelter and showing the origin of the item. For example, eggs - hen; house - trees.

c. Displaying models or pictures of trailers, campers, tents, and other temporary homes.

d. Making a collage of pictures showing the uses made of water in and around the home.

e. Distinguishing between commodities which fill needs and commodities which satisfy wants and explaining the basis for each decision.

f. Naming and describing some of the jobs of people in one's family who produce goods or service to provide basic needs.

g. Listing neighborhood services that supply basic needs.

h. Comparing the manner in which one's family meets its needs with the manner in which needs are met in families of other cultures or environments.

i. Identifying those factors which affect life styles.

Conceptual Statement II

People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms by:

Behaviors - (Level 1)

c. Recognizing that the mayor and city council are leaders in governing the city and its neighborhood components.

d. Investigating the role of neighborhood or community groups which assume governing powers to solve problems.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

Behaviors - (Level 1)

d. Explaining that the well-being of the neighborhood or city is influenced by the citizens' willingness to participate in the decision-making process.

e. Listing services provided by the city or community.

g. Discussing the aspects of living under rules which have been established through group processes.

h. Matching a rule with a problem that the rule is designed to correct and discussing implications.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

Behaviors - (Level 1)

c. Discussing the need for citizens of a neighborhood or community to know and obey the regulations established for the area.

d. Writing a story or play illustrating possible consequences of disregarding established rules.

f. Interviewing a representative of local law enforcement agencies to determine how citizens' rights are assured.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance by:

Behaviors - (Level 1)

b. Proving that the well-being of the neighborhood is influenced by the residents' ability and willingness to participate in the political activity of the neighborhood.

c. Role-playing a public meeting in which a neighborhood or community problem is being discussed.

d. Writing a story to illustrate that privileges will be denied as a result of irresponsible behavior.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

Behaviors - (Level 1)

a. Identifying and describing physical characteristics which are alike and different.

b. Concluding that love and acceptance are an important part of one's relationship with others.

c. Explaining different ways in which people may express their feelings.

e. Explaining how one depends upon others to satisfy basic needs.

f. Demonstrating ways in which people communicate non-verbally.

g. Determining appropriate actions to take in an unknown or unfamiliar situation.

h. Stating the positive qualities of people with whom one interacts.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture by:

Behaviors - (Level 1)

a. Explaining the meaning of the term "ethnic group."

b. Distinguishing one ethnic group from another.

c. Stating the distinguishing physical characteristics of the three races of mankind.

d. Identifying and describing the ethnic/racial make-up of one's own family/school/community.

e. Identifying and describing games, music, food, and customs that have been contributions of specific ethnic groups.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

Behaviors - (Level 1)

b. Comparing his own life-style with the life-style of children of several different world cultures.

d. Identifying on a simplified globe or world map specific locations.

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

Behaviors - (Level 1)

a. Identifying resources available in family, neighborhood, and community.

b. Describing how these available resources are used to meet needs.

c. Showing evidence that one is making wise use of resources available in one's environment.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

Behaviors - (Level 1)

b. Describing how the utilization of resources depends on the values of people and their level of technology.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

Behaviors - (Level 1)

a. Describing how members of the family, neighborhood and community are producers and consumers of goods and services.

b. Planning wise use of personal resources; i.e., coupons, allowance, tokens.

c. Classifying goods and products according to their sources.

d. Comparing trading or bartering with use of the current monetary system.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

Behaviors - (Level 1)

a. Comparing communities today with communities of earlier times.

b. Identifying family customs, traditions and ways of doing things which have been passed from parents to children.

d. Discussing the origin and significance of special days which are observed in the United States and other countries.

f. Comparing photographs of buildings or places which have been taken several years apart and noting changes.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences by:

Behaviors - (Level 1)

a. Securing facts to prove that individuals and groups are in a constant state of change.

e. Collecting evidence that both human and animal families plan for the future.

f. Recognizing that change in a community is influenced by present action and ideas of people.

h. Recognizing that communities must plan for the health and safety of their citizens.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems by:

Behaviors - (Level 1)

a. Understanding the relationships among geographic location, resources, jobs, and well being.

b. Classifying one's neighborhood or community according to land use - agricultural, industrial, residential.

c. Constructing maps to show neighborhood/community settlement patterns and population density.

d. Mapping the community to show places where parents work.

e. Explaining the many ways in which the community is affected by seasonal changes.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

Behaviors - (Level 1)

c. Identifying community resources which are in short supply.

d. Describing occupations of parents in relation to resource use.

f. Showing evidence of improved uses of resources available in one's environment.

h. Identifying incidents of waste in the home, school or community and suggesting ways to reduce or eliminate this waste.

Second Grade

Key Questions

Communities - People

1. What do people need to live?
2. How do people meet their needs?
3. Why do people meet their needs in different ways?
4. Why do people need laws?
5. What form of government do you have in your community?
6. Who makes the laws for your community?
7. What ethnic groups helped make your community grow?
8. How do ethnic groups help your community grow?

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Conceptual Statement 1 - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What do people need to live?
2. How do people meet their needs?
3. Why do people meet their needs in different ways?

Suggested Activities

Make a list of basic human needs.

Begin a list of human feelings. Discuss how these human feelings are important in relationships with others.

Chart a list of the basic needs of the people living in your community. Plan your chart so that it can be used to compare and contrast the ways of meeting peoples' needs in other cultures.

Example: Community Needs

Need	Name of your community	Name of other community
water	water system	

Develop a bulletin board which shows the basic human needs.

Create a collage of pictures showing basic needs.

Collect pictures showing what is needed to live. Divide the pictures into needs and wants categories. Compile a booklet of pictures representing basic needs and wants.

Prepare a bulletin board of pictures showing people meeting their basic needs. Examples: digging well, building shelter, weaving cloth, constructing clothing, growing food, wearing air tanks underwater or in space.

Read and discuss a story which shows the results of the lack of a basic need.

Create a mobile for each of the Basic 4 Food Groups.

Make a chart of all the different fruits and vegetables eaten for a week. Do the same for the other three food groups.

Concept I

Suggested Activities

Invite a consultant (nutritionist or nurse) to discuss the Basic 4 Food Groups and their importance to good health.

Study a school lunch menu and discuss how it includes the Basic 4 Food Groups. Plan a school lunch menu following the Basic 4 Food Groups guidelines. Ask the school cook to prepare the class menu for lunch. You may wish to include food items from other cultures.

Develop a bulletin board display of the Basic 4 Food Groups using cartons, boxes, labels, and/or pictures.

Use a simple bar graph to illustrate the numbers of children who have eaten foods from each of the Basic 4 Food Groups at lunch.

Make a "Match the Symbol" board.

Example: Put fruits or vegetables on one side (pictures). Put word names on the other side. Have yarn from pictures. Attach yarn to appropriate word - in front of word is a brad. Put checklist on back.

Variation:
1. Could be a duplicated sheet.
2. Could be done with shelter or clothing.

Invite a dentist or dental hygienist to visit the class and talk about problems caused by over eating sweets and poor dental hygiene.

Bring an unusual fruit or vegetable to share with the class as a snack.

Show a film on food grains or the making of food from grain. Example: The Little Red Hen.

Keep an individual record of foods eaten over a certain time period. Discuss with classmates; favorites, likes, and dislikes.

Show film, filmstrip, or read the story "Stone Soup." Follow through with making "stone" soup.

Bring a variety of vegetables to be used in making vegetable soup using boullion cubes for the stock. (Children will prepare vegetables under adult supervision.) Recipe found in Nutrition Recipe Book.

Collect cans or packages of food. Name the product and identify the state or country where it was packaged or grown. Locate on a map. Investigate the origin of the food.

Concept I

Suggested Activities

Develop a bulletin board of seasonal clothing using drawings made by students, pictures from magazines or catalogs, and/or personal photographs. Discuss how clothing needs vary with seasons, activities, climates and cultures.

Dress figures in clothing worn in a different culture or climate. Discuss the reasons for the different clothes.

Collect pictures of clothing. Categorize the pictures under the following headings:

Seasonal	or	Geographical
Spring		Upper Latitudes
Summer		Middle Latitudes
Fall		Lower Latitudes
Winter		

Find out why hats worn by different people on different occasions vary in style and materials. Display the following:

African tribal head dress
Bamboo hat
Graduation hat-motar board
Mexican hat
Beret
Yamalke-skull cap
Indian head dress
Bonnet
Turban
Helmet
Cowboy hat
Hard hat

Collect samples of clothing made from different kinds of materials. (Cloth, leather, rubber, synthetics, fur, etc.) Discuss the importance of the material in relationship to the function of the clothing.

Invite consultants to visit the class to demonstrate the following: spinning, weaving, and clothing construction. Develop questions with the children to be asked of the consultant. Discuss how spinning and weaving which were once important skills needed to meet a basic need have become leisure time activities.

Compare clothing of early America with clothing of today. (As we advance technologically, so our clothing changes.)

Concept I

Suggested Activities

Compare and contrast clothing and/or shelter in your own community with those in another community in other parts of the world.

Develop a bulletin board showing how shelter differs in various climates and/or cultures.

Draw a picture of your own home. Share it with your classmates. Discuss the different types of shelter used in your community. Compare these with types of shelter used in a community with a different culture.

Make a list of different kinds of shelter.

Construct a booklet of pictures showing the various types of shelter needed in different climates. Discuss the reasons for using different building materials and designs to meet the basic need of shelter.

Draw or construct models of different kinds of shelters. Discuss the reasons for using different construction materials in different climates.

Read the story, Home for a Bunny by Margaret W. Brown. Discuss how the bunny met his basic need for shelter. Golden Press, New York.

Create mobiles of pictures or models showing examples of different clothing, foods or shelters.

Discuss swimming and how we meet our need for air during this time.

Take children to swimming pool and have Physical Education supervisor demonstrate how a child can "drown-proof" himself.

Find out your family's source of water. Discuss how different families in your community meet their need for pure water. Compare and contrast your community's water system with that of another community.

Locate on a map the important waterways in and around your community.

Collect pictures which illustrate the uses of water and categorize the pictures as follows:

Water in Our Homes
Fun With Water
Traveling On Water
Water for Farms and Factories

Collect, display, and discuss newspaper clippings concerning water and air problems.

Concept I

Suggested Activities

Read and discuss the story "Inoke Sails the South Seas" from Harcourt's Ring Around the World, about a family in the South Seas.

Identify your community. Locate your community on a map of Allegany County and/or a map of Maryland. Discuss the location of your community in directional terms in relationship to nearby communities or towns.

Draw a large wall map of your community. Have each child locate his home on the map. Include important structures such as the school, stores, churches, fire department, etc. Use a key for your map. Compare your homes with those of people from another community.

Make a relief map of your community. Color the map to emphasize the contours. (Example: brown for a valley, green for hills, etc.)

Construct a model of your community. Use the model to show how the people in your community meet their basic needs.

Play a simulation game. Example: If lost on desert island, what would you need to do for yourself; or if lost at the North Pole, what one item would you most like to have with you; or if traveling through outer space, what would you need to survive.

Discuss the "inside" needs of every person:

communication
respect (to give and receive)
affection
recognition
self esteem (like myself)
pleasant surroundings

List the "inside" needs and discuss how we help each other meet these needs.

Draw a picture to illustrate different ways of meeting an "inside" need.

Write a class poem about basic human needs.

Suggested Vocabulary

shelter	climate	grain
culture	luxury	upper latitude
reservoir	necessity	middle latitude
pollution	fruit	lower latitude
malnutrition	vegetable	seasonal
community	dairy	

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Questions:

4. Why do people need laws?

5. What form of government do you have in your community?

6. Who makes the laws for your community?

Suggested Activities

Read The Little Red Hen. Discuss the reasons for the punishment and decide whether it was fair or unfair. Determine whether a rule could be developed to cover this situation.

Make a list of rules which students observe at home. Discuss why the rules are necessary, who makes the rules, and who enforces the rules.

Hold an election to choose room helpers. Relate the class experience in voting for helpers to the community experience of voting for government officials.

Make a set of "laws" for the classroom. Set limits and consequences. Role play a court session in which a law breaker is tried.

Suggest a new school rule. Present your new rule to the principal. Explain why you feel the rule is necessary.

Discuss your school rules. Determine who makes the rules and why they are necessary.

Develop a bulletin board of newspaper articles pertaining to the government of your community.

Distribute paper listing the following: fireman, principal, rescue squad member, policeman, grocer, mayor. Rank these according to the importance within the community, number 1 being most important. Tabulate the results. Discuss the reasons for the first three choices.

Make a chart showing the elected or appointed official positions in the community and a job description of each position.

Pretend you are a government official. Tell the class what your duties and responsibilities are.

Suggested Activities

Invite an official of the government to visit the classroom. Have him/her discuss the duties and responsibilities of the office holder.

Collect newspaper articles concerning the official activities of the mayor, city council, or other government officials.

Display your community flag. Discuss the significance of each symbol on the flag. Design a flag for your community. Explain the significance of each symbol you use.

Make a diagram illustrating the form of government of your community.

Write a letter to the mayor of a town asking if the class might visit the City Hall.

Draw large cars, trucks, buses, etc. to be worn by children. Role play a policeman, policewoman directing traffic. Mark off floor with tape for roadway.

Justice in the Court - Divide the class into groups of three. One of the three is appointed judge; another defendant; and another plaintiff. Each group is given a case where a decision of justice needs to be made. The plaintiff gives the facts and opinions of his problem. The defendant gives the facts of his problem. The judge gives his decision and justifies that decision.

Examples:

A. John lends Ned his favorite red crayon. Ned accidentially breaks the crayon. John tells Ned that he must replace it. Ned refused. John brings Ned to court.

B. Mr. Smith is Mary's teacher. He gave Mary's class a homework assignment that was due the next day. That evening Mary's family went to dinner at the Mall. By the time they got home, it was Mary's bedtime. The next day Mr. Smith punished Mary because her homework was not done. Mary took Mr. Smith to court.

Suggested Vocabulary

citizen	inspector	safety
department	mayor	election
government	govern	health
office	taxes	vote
law	ballot	authority

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop these interpersonal skills necessary to effectively communicate and cooperate with others.

Key Questions:

7. What ethnic groups helped make your community grow?

8. How do ethnic groups help your community grow?

Suggested Activities

Write a letter to the parents and ask them to talk with their child about their ethnic background. Request them to send the name of their ethnic group or groups to the class by the child. Investigate if any of the children are descendents of the original ethnic groups who settled in your community. (Sample letter on p. 23)

Show pictures of ethnic groups who started your community. Discuss the differences and similarities. Record the responses. Discuss how we are like these groups, or different from the groups.

Make a picture collage of things unique from the ethnic groups representative of your community. (Foods, clothing, types of homes, types of businesses, songs, games, etc.)

Learn poetry and songs in the languages of the ethnic groups in your community.

Learn songs, dances, and games unique to ethnic groups in your community. Use the resources of the music and physical education teachers.

Get the children to choose a partner. Take turns and draw lifesize outlines on a double sheet of paper. Stuff and "dress" the people figures in costumes unique to ethnic groups in your community.

Dress small figures in clothing unique to the ethnic groups who represent your community.

Cut out magazine pictures and make a collage of people with many skin colors. Display the collage.

Use a graph to show how many students have the same ethnic heritage.

Collect advertisements of places to eat where they serve foods from particular ethnic groups.

Make a graph showing how many people in your community are in each of the three racial groups of mankind.

Concept III

Suggested Activities

Draw a picture of someone from each of the racial groups of mankind in three boxes on a paper. Discuss how you can tell them apart. How are they similar? Do we have representatives from each of these racial groups in our community? If so, do you know these people? If not, how could you get to know these people?

Read stories which relate to ethnic groups in your community. Example: L. Kenworthy's book, Three Billion Neighbors. Compare and contrast.

Using a map of your county, mark areas where different ethnic groups settled using cutouts dressed in costumes.

Use different combinations of white, pink, red, yellow, and brown paints to show various skin colors. Paint faces with features on them. Display the pictures.

Collect pictures of many ethnic groups. Match them with their ethnic group name. Display them on a bulletin board or a chart with a title such as, "Many ethnic groups help our community grow," or "Someday we may have all of these ethnic groups help our community."

Have a puppet show depicting the various ethnic groups who decided to live here and build your community. Have the puppets tell the story of their settlement in the community.

Have the children bring in an old photograph of themselves. Have them draw pictures of costumes unique to ethnic groups who started your community. Cut just the child's head from the photo. Paste or glue the head to his costume he drew. Discuss the kinds of things we may have done as children in the early days of your community.

Cut out stars for each child. Have the child make a picture of something which the early ethnic groups in his community may have dreamed would be a part of the town. On the back, the child can make a picture of something he/she is dreaming will be a part of his community in future years.

Gather information about the community groups through interviewing older people from different ethnic backgrounds. Community traditions may be shared through role play, reports, etc. Discuss our community's life styles. Share some stories, found or made up, that relate life styles of children's families in several different world cultures. Compare and contrast these life styles with those found in your class. (You may choose to have a senior citizen visit your class and use a tape for future reference.)

Concept III

Suggested Activities

Develop a list of foreign greetings common to ethnic groups in your community. Write the English word across from the new word.

Buenes dias	-	Spanish
Guten Tag	-	German
Bonjour	-	French
Aloha	-	Hawaiian
Shalom	-	Hebrew
Ha bu how	-	Chinese
Buon Giorno	-	Italian
Mamaste	-	Indian
Bore da	-	Welsh
Dobre Dehn	-	Russian

Make stick pin flags for the children. Have each one write his/her name on a flag. Help the children place their flags on the location of the world map which denotes the place of national origin.

Collect artifacts from various cultures represented in your community. Have a "Community Cultural Fair." Invite other classes to see the exhibits. Have your class serve as guides for the exhibits.

Collect, display, and label a variety of eating and cooking utensils used in various cultures. Examples: chopsticks, knives, forks, spoons, skewers, sticks, hammers, mallets, tea cups, hibachi, samovars, etc. Discuss the idea that the utensils people use are determined by their culture. Discuss the idea that fingers can be used as utensils.

Serve breads of different cultures. Examples: pumpernickel, rye, French bread, Italian bread, bagels, cornbread, shortening bread, raisin bread, matzes. Discuss the idea that the choice of bread people eat is influenced by their culture.

Provide a variety of nuts from different areas of the world for children to taste. Develop a bulletin board of various nut trees.

a. Arrange nuts according to size - largest to smallest.
b. According to texture - rough or smooth.

Investigate, demonstrate, and discuss how one food item is prepared by different methods in specific cultures. Examples: rice, wild rice, Spanish rice, brown rice, rice pudding, rice creole, kasha.

Invite people who have lived in other cultures to visit your class. Have them relate their experiences of living in another culture in terms of food, clothing, shelter, holidays, etc. Develop questions with the class to be asked of the guests. Write thank-you notes after the guests' visits.

Concept III

Suggested Activities

Locate the foreign community discussed by your guest speaker on a world map and/or globe. Discuss its location in relation to your own community. Is it north, south, etc? Northern or southern hemisphere? Mountains? Desert?

Compile a cookbook of recipes from other cultures.

Learn about holidays and celebrations of other cultures by inviting a consultant to your classroom who has visited or lived in another culture. Develop questions with the class to be asked of the guest. Write thank-you notes after the consultant's visit.

Show pictures of children from around the world. Discuss what might happen if everyone looked alike.

Draw a large circle to represent the world. Make a collage by pasting magazine pictures of people from around the world on the circle. "National Geographic" is an excellent resource.

Invite the nutritionist to assist in preparing foods from other cultures for a tasting party. Develop questions with the class to be asked of the nutritionist. Example: Do people in either cultures use the Basic 4 Food Groups? Write thank-you notes to the nutritionist.

Use a "Mystery Taste" idea - letting the children taste a variety of foods unique to various ethnic groups. You may want to have them match them with a name after tasting them.

Construct a mural showing pictures of popular foods from other cultures, e.g., pizza or spaghetti on an outline map of Italy; tea on an outline map of England; tacos on an outline map of Mexico; rice on an outline map of China; etc.) Discussion may be focused towards the generalization that many ethnic cultures have affected our diets by introducing their recipes in American communities.

Have a cooking session with ethnic recipes. Invite resource persons in costume.

Show some objects which relate to a particular holiday in the United States and in some other nations. Discuss similarities and differences of the nations' customs. Ask questions such as, if your family celebrates the holiday, how are your family's customs different from these we've mentioned; could your family's ethnic background/s be a reason that you celebrate this holiday and the way in which you celebrate it? If so, what makes you think that way?

Concept III

Suggested Activities

Play the game of "Jacks."
Discuss:

1. Could this game be played in a different location or in another land? Where?

2. Could you play this same game and use equipment other than a ball and jacks? What other things could you use?

3. Can you think of a place where you couldn't play this game? Tell why?

Then try playing jacks again but try using a ball with beads, shells, stones, or seeds. (This may be used with baseball, jumping rope, and others - using similar questions.)

Dress puppets in costumes of various ethnic cultures. Example: paper bag puppets, stick puppets and sock puppets, etc.)

Collect, display, and label masks, costumes, or special items, which are an important part of ethnic celebrations.

Dramatize original commercials that encourage people to come live in your community.

Collect pictures from old newspapers of your community to show ethnic groups who have contributed to the growth of your community.

Make a ribbon map showing a place in our community where various ethnic groups get together for activities, meetings, etc. (A ribbon map is one which utilizes pictures with ribbons going to places on the map.)

Discuss the question, "how can we from various ethnic backgrounds make our community a better one?"

Make a map of our community. Show only the places where people work in our community. Discuss work qualifications, possibly discrimination, etc.

Collect some newspapers or magazines unique to various ethnic groups. Compare these items with the daily newspapers and familiar magazines.

Suggested Vocabulary

racial	foreign
ethnic	customs
tradition	prejudice
culture	discrimination

(Example of a letter which might be sent home)

_____

_____,

Our class is learning that American people have ancestors from many countries. Some people like to follow customs from their ancestors' countries. Some people do not know about their ancestors because so much time has passed since they came to America.

If our family knows about its ancestors, may I share this information with my class? Does our family follow any customs from our ancestors' countries? (For example: My teacher _____ has ancestors from _____.
She likes to _____ and has _____ from that country.)
(customs, foods) (objects)

Thank you.

Love,

_____

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GRADE 2

Communities - Goods and Services

Social Sciences

Communities - Goods and Services

Grade 2

The content of this unit pertains to the work which is carried on to meet the many needs of people living in a community. Comparisons are made of ways of providing goods and services in communities of other cultures, past and present. The study provides many opportunities to develop an appreciation and respect for all workers and the kinds of service they provide. It also emphasizes the need for the cooperation of all who are interested in the welfare of the community.

Second Grade

Key Questions

Communities - Goods and Services

1. What resources do you have in your community?
2. How does your community use these resources?
3. What was your community like long ago?
4. How has your community changed?
5. How has your community stayed the same?
6. How does your community plan for the future?
7. How does where you live affect the way you live?
8. How does your community compare with a community of another culture.
9. How do individuals within communities depend on each other?
10. How do communities depend on each other?

Grade II

Communities - Goods and Services

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Questions:

1. What resources do you have in your community?
2. How does your community use these resources?

Suggested Activities

Begin a vocabulary list.

Ask pupils to list things in their environment. Classify these things into "natural resources" and "unnatural resources."

Write diary entries about going into the woods to live alone. Discuss meeting one's basic needs. Focal point will be that the natural resources are what one uses to survive.

Locate the natural resources of your community on a simple map, i.e., forests, streams, coal, animals. Use map symbols.

Play "Who Am I?" Someone gives clues about wildlife in your community. Others try to guess who it is.

Collect or draw pictures of trees or smaller plants indigenous to your area. Write descriptions of the pictures. Display pictures on one side of a card and the description on another card. Play a match game.

Collect pictures or draw pictures of animals indigenous to your area. Write a caption for the picture describing the animal. Display picture and description on two sides of a bulletin board. Match description with animal.

Interview people from the forestry department. Tape the interview. Discuss with the resource people how our forests provide resources for our community.

Write letters to local businesses and industries requesting information or materials for bulletin boards and/or reports.

Concept IV

Suggested Activities

List all the natural resources you can think of that are needed or would be helpful for a particular occupation. Example: Mr. Jones wants to open a fresh fish restaurant where customers eat fish caught only hours earlier. (water, fish, etc.) Accept any reasonable answers for this activity.

Explore your surrounding areas for possible resources that will promote aesthetic growth. Example: children's shows, museums, children's theatre, festivals, art shows, parks, human resources.

Have a technician visit from the Billmeyer Wildlife Management Area, Flintstone, Md. (He will have available literature, slide-tape presentation, film, etc.)

Visit a local industry. Discuss this resource for your community.

On a simple map of the community, trace the route of your community's water sources. Example: wells, streams, dams, reservoirs, etc. Discuss why people get water from different places.

Using words from the vocabulary list, play word scramble games. Example: word hunt puzzles, unscramble.

Trace a local product from production to distribution, and utilization.

Dramatize a commercial for the natural resources in your community. Depict how the resources affect your life. Example: jobs, recreation.

Role play various occupations in your community. Discuss how these occupations affect the economics of the area.

Assemble activity centers each of which focuses on an economic resource in the community. Place products or models, publications, films and filmstrips, easy maps, etc. in each center. Locate on the map places where the products are made. Find ways to share the information.

Concept IV

Suggested Activities

Display pictures of people in various occupations. Example: policeman, teachers, baker, farmer, mailman. Classify the pictures in groups. "People Who Produce Goods," "People Who Provide Services."

Draw a picture of you as a producer. Draw a picture of you as a consumer. Display the pictures on a bulletin board. Write captions for your pictures.

Role play work on an assembly line. Discuss the importance of each person in the assembly line.

Make a scrapbook showing the resources in your community. Discuss ways we use these resources.

Make a poster showing what you want to be when you grow up. Write why you chose that profession or trade.

Invite a representative of a local business to speak to the class. Prior to the visit, compose questions and predict the answers, i.e., What do you do to earn your income? Who are your customers? What business expenses do you have? After the visit, the children can compare his answers with their hypotheses.

Collect pictures from old magazines of goods and services that families use. (Preferably locally produced goods and services) Mount the pictures and display on a bulletin board.

Compose a shopping list of about five food items a family usually buys each week at a supermarket. Give everyone a copy of the list. Have them look at the prices for each item in the newspaper or at the store. Compare the prices for locally produced items and those brought from other areas.

Choose one day to record all the things you consume during that day. Include both goods and services on the lists. Later, meet in small groups and compare your lists. Compose a master chart of what was consumed. Discuss the role of people as consumers.

Wear a piece of clothing or bring some small item that you have bought for yourself. Discuss the ways we get things we want or need. Make a list of necessities and luxuries.

Concept IV

Suggested Activities

Develop a picture display of an underdeveloped country showing uses of technology in building, farming, and other occupations. Compare the country with your community. Draw and display pictures of how your community uses its technology. (National Geographic is a good source)

Draw pictures showing how children can earn money. Discuss how their jobs are important within the family and/or community.

Compose a list of the uses for a particular natural resource. Illustrate some of the uses.

Make a large cutout of a tree. Discuss all the things that come from trees. Write the products that can be made from a tree on individual leaves to be added to the tree.

Display pictures (magazine, newspaper photos, etc.) of different occupations in your community. Discuss the natural resources needed in the community to carry on such work. Discuss the work skills involved.

Make a graph showing the numbers of hunting and fishing spots in the area. Discuss if the game is natural or supplied by wildlife management.

Cut out and display newspaper articles that show uses of natural resources.

Play a simulation game depicting what would happen if we used all our trees. Discuss such things as animal homes, houses, erosion, etc.

Take a walk through your community. Point out signs on businesses, stores, factories, etc. Visit specific sites for the purpose of seeing and interacting with people. Follow up activities might be composing short stories, drawing pictures, role playing, and listening to tapes recorded while visiting.

Have a visitor from the forestry department come to discuss fire prevention and the conservation of natural resources.

Concept IV

Suggested Activities

Display pictures of a polluted natural resource on a bulletin board. List ways in which we can help solve the problem. These categories can be used:

Individuals	Groups of People	Government

Prepare a slide-tape presentation of recycling. Examples: tires used as playground equipment, flower beds, etc. Similar activities could be applied to paper, glass, wood, landfill, garbage, etc.

Invite a taxidermist to visit and bring a display. Discuss animals that are now extinct to the area because of misuse, disease, etc. Comments can be made about changing attitudes in using natural animal resources he has seen in his occupation.

Invite a senior citizen to your class for the purpose of comparing and contrasting natural resources available years ago with those available today.

Ask the custodians not to clean your learning area for a while. When complaints begin to arise in the class concerning the litter, discuss the services which must be provided in the cleaning.

Make a relief map of your community. Play an exploring game. Explain that no one has lived here before. Decide if this would be a good place to live. Discuss the use of resources, technology, and values in building a community.

Suggested Vocabulary

resource	production	profession
natural	distribution	trade
reservoir	utilization	necessity
dam	occupation	luxury
wells	economy	recycling
industry	consumer	taxidermist

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Questions:

3. What was your community like long ago?

4. How has your community changed?

5. How has your community stayed the same?

6. How does your community plan for the future?

Suggested Activities

Make a calendar for each month. Discuss special days as they occur. How does that day influence people?

Read the book George Washington by Vivian Thompson and discuss why Washington is famous. Identify streets, bridges, and buildings named after Washington. This activity can be extended to include other famous people.

Make shadow boxes showing different stages of growth of your community.

Have the History House trunk displays brought to the class.

Collect or draw pictures of different aspects of daily living, i.e., kitchen appliances, farm equipment, automobiles, etc. On one half of a folder glue a picture of something new that correlates with a picture of something old that is glued to the other half of the folder. Example: old car - new car; ice box - refrigerator.

Have the pupils make a chart showing different means of transportation from the time of the first settlers to the present time.

Have the children bring in models or pictures of trains. The children may want to make their own trains with empty boxes. Discuss how the railroad helped change your community.

Visit historical places in your community. Before your visit locate these places on a map. Take snapshots or slides of the places you visit. Discuss the historical significance of the places you have visited.

Suggested Activities

Collect, discuss, and display pictures of mines and coal miners.

Compile a "Community History Book" using old photographs, newspapers, maps, and timetables that the children have brought from home. Interviews the children have conducted with their parents or grandparents concerning life in the community when they were young could be included in the book.

Invite a local historian or librarian to visit the class and tell about the history of the school building - when it was built, who it was named for, etc. Perhaps old pictures of the school can be shown.

Write advertisements encouraging people to move to your community today.

Write advertisements, as you think they might have been written, which encouraged people to settle in your community long ago. Old photographs and newspaper clippings are good resources.

Show pictures of famous canals. Discuss the importance of canals. Draw pictures of a canal.

Show pictures or models of canal boats. Discuss the life of a family living on a canal boat. If there is a canal in your community, discuss how the canal contributed to growth of the community.

Tour a local center of interest - a museum, zoo, college, factory, dairy, computer center or even "downtown." Develop a bulletin board about the special places in your community.

List the occupations of people in the community. Compare the occupations of the people today with those of people in the community long ago., i.e., farming, hunting, trading.

Investigate the different kinds of communities. Develop a chart listing the similarities and differences among farms, towns, villages, and cities.

Concept V

Suggested Activities

Show pictures of farms, towns, villages, and cities. Identify differences among the pictures. Include differences in population, physical appearance, and activities. Note similarities.

Collect and compare pictures of farms past and present.

Establish an assembly line to manufacture toy trucks. Divide the class into groups. One group can work on wheels, one group on the body, one on the roof, one on the steering wheel, and one on the paint job. Discuss the assembly line. List the reasons why an assembly line is important.

Draw pictures to show how the factories helped your community to grow. Discuss the positive and negative affects of industry on a community.

Develop a chronological bar chart of your community's population throughout its history. Discuss reasons why changes have occurred.

Build a model of a typical railroad community.

List important factories near or in your community. List the products these factories manufacture.

Collect, discuss, and display pictures of transportation today and long ago. Models of forms of transportation could be displayed.

Make a chart comparing Chores of Long Ago with Chores of Today.

List the community activities in which the children participate. Compare the activities of children today with children of long ago.
Example: Scouts
Ball Teams
Swimming
Discuss the activities that have remained the same. Do the same activity using adult activities in the community.

Plan an imaginary community that would be an almost perfect place to live. Consider the following items in your planning:

climate	natural resources
foods	industries
dress	plants
transportation	animals
government	education
shelter	

Draw a map of your ideal community. Name your community.

Concept V

Suggested Activities

Discuss some of the important problems facing our community, i.e., unemployment, crowded schools, unneeded schools, pollution, water shortage, traffice congestion. What solutions do you suggest?

Write about your community, predicting the changes that may take place in 20 years.

Select an area of publicly owned land. Develop a plan for improving and beautifying that area. Identify both long term goals and immediate actions needed. Make that site better for future generations of citizens.

Plant a tree so that future generations may enjoy it. Hold a dedication ceremony.

Find the figures from the last three censuses for the population of your community. Print these numerals on the board and decide whether the population is growing, remaining the same, or getting smaller. Discuss possible reasons for this.

Discuss how students plan, i.e., what clothes are appropriate when: it's very hot or cold; it's raining or snowing; it's physical education day; group pictures are being taken; there is a field trip. What materials do students need to bring to school; take home?

Discuss how families plan for the future: saving money for a new home, car, furniture; mapping the itinerary for a vacation, making decisions about where to stay, what clothes to take, getting the car tuned up, etc.; preparing for a new baby.

Imagine what your life will be like ten years from now. Draw a picture of yourself as you hope you'll be when you are 17 years old. Tell how you plan to achieve this.

Find out who makes plans for the future of your community. Invite one of these people to come to your classroom to tell about how he/she makes these plans.

Make a mural showing your community the way you think it will be ten years from now. Tell about the plans which must be made now so that your community will develop the way you want it to.

Suggested Vocabulary

population	transportation	occupation	celebrate
historical	settlers	factory	chores

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question:

7. How does where you live affect the way you live?

Suggested Activities

Identify your community according to the land use - agricultural, industrial, or residential. Discuss how the use of the land affects how people live.

Discuss the environment of your community. Develop a chart using the titles "Our Natural Environment" and "Environment Made by People."
Example:

Our Natural Environment	Environment Made by People
mountains	sidewalks
streams	highways
trees	bridges

Compare the two lists. Discuss how people have influenced our environment.

Take a walking trip of your community using your 5 senses. List all the things you see, hear, feel, smell, or taste in your community. Discuss the list in terms of the environmental quality.

Use a map of Allegany County or a road map to locate the main routes to your community. Make a list of the main routes. Discuss the importance of these routes to your community in terms of providing goods and services, growth, etc.

Discuss the reasons your family chose to live in your community. Chart the reasons given.

Write an expository paragraph using "My community is a good place to live" as the topic sentence. Share your paragraph with the class. Compile your paragraphs for a class booklet.

Concept VI

Suggested Activities

List the seasonal recreational activities in which you are presently involved. List your recreational activities for the other seasons of the year. Discuss how people are affected by seasonal changes.

Suggested Vocabulary

direction finder	west
key	senses
north	environment
south	seasonal
east	

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Question:

8. How does your community compare with a community of another culture?

Suggested Activities

Select a community other than your own to study. Compare and contrast your community with the chosen community in terms of location, climate, size, population, land utilization, and meeting basic needs.

Draw a map of the community of another culture you have selected to study. Compare and contrast your map with a map of the community in which you live.

Investigate the transportation available in the community of another culture. Compare it with your community's transportation system. Discuss reasons for the differences.

Develop a display depicting transportation in your selected community and your own community.

List the foods which are staples in the diet of the people in your selected community. Compare the list with foods you eat. Discuss reasons for the differences.

Make a chart of pictures of foods eaten in your selected community. Compare these foods with the foods you eat.

Invite the nutritionist to come to school to assist in preparing foods eaten in your selected community. Have a tasting party.

Investigate the clothing worn in your selected community. Discuss the reasons for differences and similarities with the clothing you wear.

Dress figures in clothing worn by people in your selected community.

Suggested Activities

List the natural resources of your selected community. Compare this list with the list of natural resources in your community.

Investigate the man made resources in your selected community. Discuss how these man made resources have affected the lives of the people.

Investigate the occupations in your selected community. Compare these with the occupations in your community.

Draw a mural of the occupations in your selected community.

Suggested Vocabulary

climate
utilization

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Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

9. How do individuals within communities depend on each other?

10. How do communities depend on each other.

Suggested Activities

Emphasize the functions of various community establishments by writing stories or poems on the theme: "What if there were no _____? (police, fireman, grocery stores, post offices, etc.)

Develop a bulletin board showing community helpers.

Prepare a report, oral or written, about the helper you think is most interesting.

Role play a community helper and have the other children question the role player with a yes or no question in order to guess the helper.

Make a map of your community. Identify and label the following buildings: city hall, fire station, water company, sanitary district offices, court house.

List and discuss the helpers in your community. After each discussion, draw a picture of that helper. Select one picture from each group to be placed in a Community Helper Scrapbook.

Make a list of community helpers and discuss the services to the community.

Construct a map or mural of your community. Locate individual homes, school, fire department, churches, hospital, etc.

Construct a table top community using milk cartons and boxes.

Divide the class into groups. Have the groups list and describe or draw pictures of the stores in the neighborhood that sell one of the following items: food, clothing, or furniture. Example: the group working on food can list all of the grocery stores, supermarkets, fruit and vegetable stands.

Concept I

Suggested Activities

Invite an employee of the telephone company to visit the class to discuss the company's services. Divide the class into small groups and use a set of telephones for each group. Allow the groups to make calls using an operator's services. Children may write situations or be given situations to "talk about." At the completion of the call, the operator can "bill" the person for the call.

Draw a picture of a parent occupation. Write a caption or sentence for each picture. Discuss how each occupation helps us. Compile a class booklet.

Take a field trip to the fire station, post office, hospital, police station, or library, to learn about these services.

Write the following words on the board: policeman, farmer, teacher, mailman, baker. Classify in the following categories:

People Who Make Goods
People Who Produce Services

Make a mural of vehicles in a community that help citizens. (fire trucks, ambulances, police cars, rescue trucks)

Invite a member of the rescue squad to discuss his/her job and describe how a patient might be transported to another community for hospitalization.

Invite a nurse, dentist, hygienist, doctor, optometrist, etc., to visit the classroom and discuss his/her service to the community.

Keep a local telephone directory in your classroom. Use the yellow pages for information about the kinds of jobs and services that are available in your community. Example: veterinarians, how many TV repairmen, what kind of jobs are unique?

Describe different types of postal services. Example: rural free delivery, parcel post.

Discuss the interdependence of a farm family with a city family. Example: Farm family grows food for city family. City family makes clothing, furniture, tools, etc., for farm family.

Investigate the occupations of the children's parents. List the occupations. Discuss how we depend on other communities for many of our jobs.

Concept I

Suggested Activities

Choose one food item and follow its transportation route from its origin to the supermarket.

Have the bookmobile visit your school and discuss its services.

Collect pictures of farms from past years and modern farms. Discuss how people depend more on the farmers of today than long ago.

Make a list of goods and/or services available in your community and goods and/or services supplied by other communities.

Invite a member of the county Sheriff's department to visit the classroom and discuss law enforcement throughout the county.

Invite a member of the police department, fire department, or postal service, to visit the classroom to discuss his/her job in the community and how communities help each other.

Take a field trip to a supermarket, bakery, poultry farm, dairy farm, orchard, or dairy to learn about these services.

Suggested Vocabulary

goods	dependence
services	law enforcement
employee	vehicles
occupation	hospitalization
operator	hygienist
transportation	optometrist

Second Grade

Communities

RESOURCE PEOPLE

1. Officials of the Government and/or Community Agencies, E.P.A., Extension Service
   - What is your job?
   - How do you help the community?
   - How can we help you?

2. Members of the Ethnic Heritage Advisory Council
   - What is your ethnic background?
   - How is growing up in your country different from growing up here?

3. Dental Hygienist and Nutritionist
   - What is your job?
   - What is good dental health?
   - Why is it important to have good dental hygiene?
   - How can I achieve good dental health?

4. Senior Citizens
   - What was the community like when you were a child?
   - What was school like when you were in the second grade?

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

Human Feelings - Characteristics

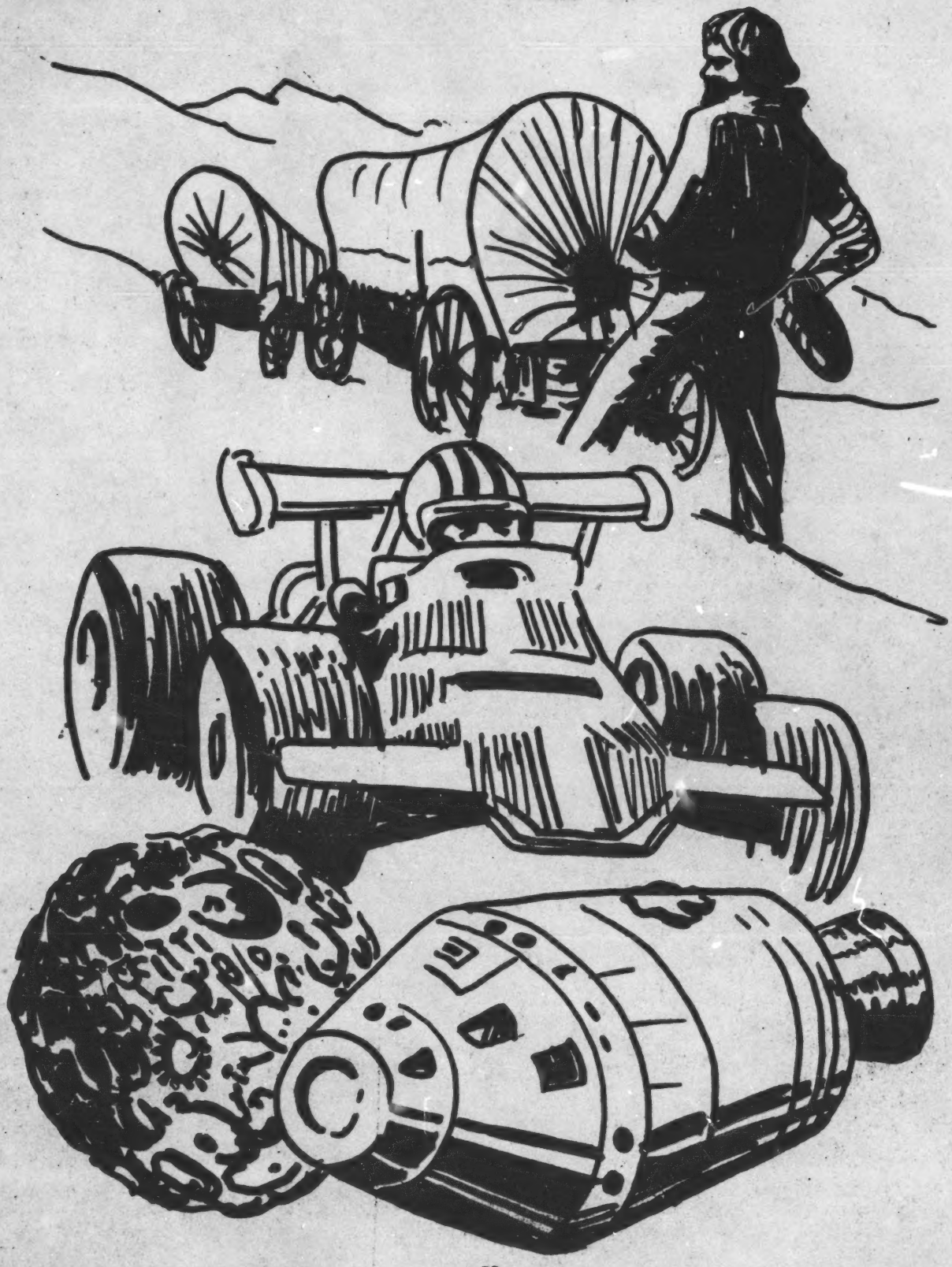
fear
anger
happiness
sadness
surprise
anticipation
anxiety
love
hate
compassion
depression
prejudice
loneliness
sympathy
pride
courage
integrity
loyalty
concern
persistence
ambition
greed
guilt
hardiness
honor
hostility
independence
sincerity
jealousy
kindness

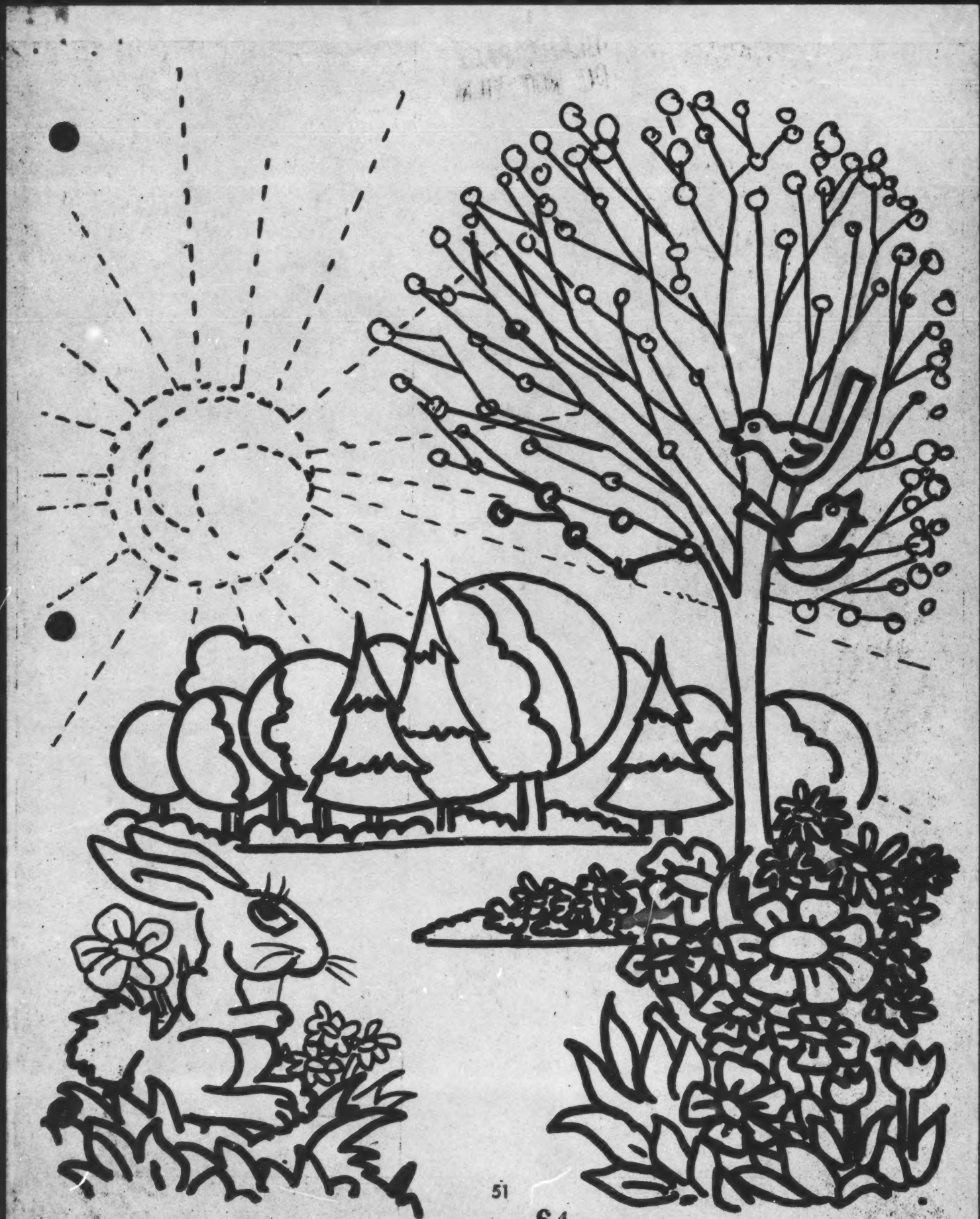
Human Needs

Basic	Other
food	love and affection
clothing	sense of belonging
shelter	identity
air	expression
water	success
	stimulation from the environment
	meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.

THE
LAWS
CONSTITUTION





COMMUNITY - PEOPLE

GOODS AND SERVICES

Grade 2

TRADEBOOKS

Armstrong, Louise. How to Turn Lemons Into Money; A Child's Guide to Economics. New York: Harcourt, 1976.
Very brief but accurate text and humorous illustrations give a short course in private enterprise.

Aulaire, Ingri and Edgar P. Ola. New York: Doubleday and Co., 1932.
Glimpse of Norway through a boy's eyes.

Baker, Betty. Little Runner of the Long House. New York: Harper Row Publishers 1962. Story of a little Indian boy. Shows way of life in a village.

Baker, Eugene. I Want to be a Computer Operator. Chicago: Children's Press, 1973.

Baker, Eugene. I Want to be a Gymnast. Chicago: Children's Press, 1976.

Baker, Eugene. I Want to be a Postal Clerk. Chicago: Children's Press, 1976.
A class takes an informative field trip to the post office.

Baker, Eugene. I Want to be a Service Station Attendant. Chicago: Children's Press, 1972. A flat tire takes Chuck and his father to the service station where he sees the various functions performed by the attendant.

Baker, Eugene. I Want to be a Travel Agent. Chicago: Children's Press, 1976.

Baker, Eugene. I Want to be an Auto Mechanic. Chicago: Children's Press, 1976.
A boy learns about being an auto mechanic while observing a man repairing his father's car.

Bales, Carol Ann. Chinatown Sunday, the Story of Lillian Der. Chicago: Reilly and Lee Books, 1973. Chinese coming to America.

Balet, Jan. Fence, a Mexican Tale. New York: Delacorte, 1969.
Visually contrasts selfish, rich family with the poor, happy family next door.

Barrs, Tony. Bread. Wonder Books, 1974. Includes directions for making home-made bread.

Bate, Norman. Who Built That Bridge? New York: Charles Scribner's Sons, 1954.
Shows steps and discusses jobs in building a bridge.

Beim, Lorraine and Jerrold. The Little Igloo. New York: Harcourt, 1941.
Eskimo boy must build a shelter to survive.

Bell, Gina. Who Wants Willy Wells? Eau Claire: E. M. Hale, 1968.
Relates to the home and family.

Bendick, Jeanne and Robert. Finding Out About Jobs: TV Reporting. New York: Parent's Magazine Press, 1976.

Berry, Erick. Eating and Cooking Around the World: Fingers Before Forks. New York: John Day Company, 1963. Informative teacher resource. No recipes.

Beskow, Elsa. Pelle's New Suit. New York: Harper, 1929.
Pelle must work at many things before he acquires his new suit.

Blame, Marge. The Terrible Thing That Happened at Our House. New York: Parent's Magazine Press, 1975.
Mother gets a job and the family finds it must make adjustments.

Borghese, Anita. The International Cookie Jar Cookbook. New York: Charles Scribner, 1975. Relates to ethnicity.

Branley, Franklyn. Oxygen Keeps You Alive. New York: Crowell, 1971.
Explains importance of oxygen to living things.

Brenner, Barbara. Barto Takes the Subway. New York: Alfred A. Knopf, 1961.
(Set of 8 books with reel) Relates to communities.

Brindge, Ruth. All About Courts and the Law. New York: Random House, 1964.

Brown, Marcia. Stone Soup. New York: Scribner, 1947.
In this old French folktale, three soldiers trick the town into giving them a meal.

Brown, Margaret Wise. Home For a Bunny. New York: Golden Press, 1961.

Buchheimer, Naomi. I Know a Ranger. New York: Putnam, 1971.

Buchheimer, Naomi. Let's Go to a Post Office. New York: Putnam's, 1957.
An easy to read story of the post office and its services.

Buckley, Peter and Hortense Jones. Five Friends at School. New York: Holt, Rinehart, and Winston, Inc., 1966. Ethnic groups.

Buckley, Peter and Hortense Jones. Living As Neighbors. New York: Holt, Rinehart, and Winston, 1966. Colored and white families.

Buehr, Walter. Sending the Word. New York: G. P. Putnam's Sons, 1959.
A history of some of man's efforts to communicate.

Bulla, Clyde Robert. The Poppy Seeds. New York: Crowell, 1955.
A beautiful story set in Mexico showing how when something (water) is shared, beauty and friendship bloom.

Butterfield, Carole Kofod. Let's Talk About the World. New York: Holt, Rinehart and Winston, Inc., 1963. Written from conversation with a 5 year old child.

Cameron, Elizabeth. The Big Book of Real Fire Engines. Grossett and Dunlap, 1958. Bold pictures with simple text describing a night call, how the alarm system works, and common fire hazards around the home.

Carpenter, Frances. Children of Our World. New York: American Book Co., 1949.

Barton, Lonnie C. Daddies. New York: Random House, 1963.

Carton, Lonnie C. Mommies. New York: Random House, 1960.

Colby, C. B. Night People. New York: Coward-McCann, 1961.
Each page has a black and white photograph illustrating simple text. All sorts of interesting professions are included.

Collier, James. A Visit to a Firehouse. New York: Norton, 1966.
A visit to the firehouse shows how firemen live, what they wear and what equipment is used. It also explains how fires are reported and how records are kept.

Colonius, Lillian and Schroeder, Glenn. At the Post Office. Chicago: Melmont, 1967. Relates to the community.

Cooper, Terry T. and Marilyn Ratner. Many Hands Cooking: An International Cookbook for Boys and Girls. New York: Crowell, 1974.

Cerecos, Lucille. Community Life. New Jersey: Golden Press, 1972.

Derman, Frank. The Law, It's On Your Side. New York: Macmillan, 1967.
"How Law Began" pp. 6-10; "How Laws Are Made" pp. 11-17/

De Paola, Tomie. Charlie Needs a Cloak. Prentice Hall, 1944.
This simple story follows Charlie as he makes a cloak beginning with the raw wool.

De Paola, Tomie. Strega Nona. New Jersey: Prentice-Hall, 1975.
The magic pasta pot runs amuck.

Dillon, Ina. About Policemen. Chicago: Melmont, 1957.

Ditzel, Paul. Fire Alarm! The Story of a Fire Department. New Jersey: Van Nostrand, 1969.
Color drawings show what happens within 24 hours at a typical fire department. Strong emphasis on fire prevention.

Edwards, D. J. Growing Food (Finding Out About Science). New York: The John Day Company, 1969.

Elkin, Benjamin. The True Book of Money. Chicago: Children's Press, 1961. Relates to the community.

Elkin, Benjamin. The True Book of Schools. Chicago: Children's Press, 1958.

Evans, J. A. I Know A Truck Driver. New York: Putnam, 1970.
Through a simple story readers are introduced to different kinds of trucks and two truck drivers tell about their work. Picture Glossary.

Fiarotta, Phyllis. You and Me and the Heritage Tree: Ethnic Crafts for Children. Workman, 1976.

Gabel, Margaret. Sparrows Don't Drop Candy Wrappers. New York: Dodd, Mead, 1971.
A book of manners for young ecologists.

Gaer, Joseph. Holidays Around the World. Boston: Little, Brown, 1953.

Galdone, Paul. The Little Red Hen. Seabury, 1973.
Traces the path of grains of wheat from planting through becoming flour for a cake.

Galdone, Paul. The Three Bears. Seabury, 1972.
The story of Goldilocks who breaks into the bears' home and creates havoc.

Gergely, Tibor. Busy Day, Busy People. New York: Random House, 1973.
Cheerful pictures show people working all over the city.

Goodspeed, J. M. Let's Go to a Garage. New York: Putnam, 1957.
This is really a picture of the activities of a conventional service station.

Greene, Carla. Doctors and Nurses: What Do They Do? New York: Harper and Row, 1963. Tells what these people must study and how they help people who are sick. Informative, but supports traditional sex-role stereotypes.

Greene, Carla. I Want to Be a Bus Driver. Chicago: Children's Press, 1957.

Greene, Carla. I Want to Be a Nurse. Chicago: Children's Press, 1957.
Simple text and pictures.

Greene, Carla. I Want to Be a Pilot. Chicago: Children's Press, 1957.
Joe's big brother, Mike, goes to Flying School and eventually becomes a commercial pilot.

Greene, Carla. I Want to Be a Telephone Operator. Chicago: Children's Press, 1958.

Greene, Carla. I Want to Be an Animal Doctor. Chicago: Children's Press, 1956.

Greene, Carla. I Want to Be a Postman. Chicago: Children's Press, 1958.
Postman Bill tells Hank what he must do to become a postman when he grows up.

Greene, Carla. Soldiers and Sailors: What Do They Do? New York: Harper and Row, 1963.
Tells about our servicemen - what they learn and how they work to keep us safe.

Greene, Carla. What Do They Do? Policemen and Firemen. New York: Harper and Row, 1962. Relates to the community.

Gross, Ruth. Money, Money, Money. Four Winds Press, 1971.
Simple summary of the development of the use of money as a medium of exchange. Clever illustrations.

Hader, Berta. Little Town. New York: Macmillan, 1941.
Daily services of a town. Outdated, but good for history.

Hammond, Diana. Let's Go To A Harbor. New York: Putnam, 1959.
Interesting text and useful glossary.

Hammond, Diana. Let's Go To A Hospital. New York: Putnam, 1959.
A step by step account of what happens when a boy is admitted to a hospital to have his tonsils removed.

Hengesbaugh, Jane. I Live in so Many Places. Chicago: Children's Press, 1956.

Henrold, Lorraine. I Know a Postman. New York: Putnam, 1968.

Hine, Al. A Letter to Anywhere. New York: Harcourt, 1965.
This gives an interesting, historical look at age-old problem of exchanging messages and various systems and solutions contrived by civilizations from ancient Greece to modern society.

Hoffman, Elaine and Hefflefinger, Jane. About Helpers Who Work At Night. Chicago: Melmont Publishers, 1963.
Includes news personnel, factory workers, janitors, nurses, fireman, policemen, etc.

Houlehen, Robert J. Jobs in Manufacturing. New York: Lothrop, Lee, and Shephard Co., 1973.

Howell, Ruth Rea. Crack in the Pavement. Athenium, 1970.
Text and photos show the plants and animals that find homes in crowded cities.

Jackson, Kathryn. Homes Around the World. New Jersey: Silver Burdett Co., 1965.

Jaynes, Ruth. Tell Me Please! What's That? Bowmar, 1968.
Juan and David learn some words from each others language during a trip to the zoo.

Johnson, Lois S. Happy Birthdays Round the World. Eau Claire: E. M. Hale, 1963. Relates to ethnicity, home, and the family.

Joslin, Sesyle. Baby Elephant Goes to China. New York: Harcourt, Brace & Jovanovich, 1963. The story incorporates 8 Chinese words. Should arouse interest.

Keats, Ezra Jack. My Dog is Lost! New York: Crowell, 1960. Juanito, newly arrived from Puerto Rico, loses his dog in New York. Spanish vocabulary is interwoven and translated.

Kessler, Leonard. Last One In Is A Rotten Egg. Scranton: Harper & Row, 1969. Safety at the swimming pool.

Klagsburn, Francine. Read About the Parkman. New York: Franklin Watts, 1971. Looks at the people who plan and maintain our our public parks.

Klein, Norma. Girls Can Be Anything. New York: E. P. Dutton, 1973. Relates to stereotyping.

Landin, Les. About Policemen Around the World. Chicago: Melmont, 1964. Discusses policemen in different countries. Simple text, pictures.

Lasker, Joe. Mothers Can Do Anything. Chicago: Whitman, 1972. Includes mothers of different ethnic backgrounds following non-stereotyped careers.

Lavine, David. Under the City, (The Wondrous World Beneath the Streets) New York: Doubleday and Company, 1967.

Leaf, Munro. Fair Play. Frederick A. Stokes, 1939. Rules and laws are important and necessary.

Leaf, Munro. Who Cares? I Do. Philadelphia: Lippencott, 1971. Introduction to pollution for very young readers. Very graphic photograph and line drawings of litterers, plunderers and droppers.

Lenski, Lois. Little Fire Engine. New York: Walck, 1946. Simple text and pictures tell the story of Fireman Small.

Lenski, Lois. Policeman Small. New York: Walch, 1962. A simple song introduces the traffic policeman who has a busy day filled with many happenings.

Lenski, Lois. When I Grow Up. New York: Walck, 1960.

Lewellen, John. The True Book of Airports and Airplanes. Chicago: Children's Press, 1963. A book that explores the wonders of flying.

Liebers, Arthur. Jobs in Construction. New York: Lothrop, Lee, and Shephard Co., 1973.

Low, Alice. Grandmas and Grandpas. New York: Random House, 1962.

McCall, Edith S. How We Get Our Cloth. Illinois: Benefic Press, 1964. Illustrates the source, manufacture, and use of various types of cloth.

McCall, Edith. How We Get Our Clothing. Illinois: Benefic Press, 1961. Shows how clothing and shoes are made from first design to finished product. Covers the various merchandizing steps between factory and the retail shop.

McCall, Edith. How We Get Our Mail. Illus., Lucy and John Hawkinson. Illinois: Benefic Press, 1961. A look at post offices and how the mail moves.

McCarthy, Agnes. Let's Go To Court. New York: Putnam, 1961.

McCarthy, Agnes. Let's Go To Vote. New York: Putnam, 1962
Survey of what happens from the time a citizen registers until the votes on Election Day. Discusses voting requirements, primaries, campaign activities and voting machines.

McGinley, Phyllis. All Around the Town. Philadelphia: J. B. Lippincott Co., 1948. Simple text, pictures.

McLeod, Emilie. The Bears Bicycle. Little, Brown, 1975.
A simple, amusing story gets across a message of bicycle safety very effectively.

May, Julian. Blue River. New York: Holiday House, 1971.
Traces changes that took place along the banks of Blue River from the time of the Indians through the building of farms and factories. Tells how Blue River, once clean became ugly and dirty. Describes steps taken to try and save the river.

Meeks, Esther K. and Bagwell, Elizabeth. Families Live Together. New York: Follett Company, 1969.

Merriman, Eve. Mommies At Work. New York: Knof, 1961.
Detailed illustrations show mothers working in many different occupations.

Meshover, Leonard. You Visit a Museum/Library. Illinois: Benefic Press, 1967.
A group of children visit and explore a museum and then a library.

Miner, Irene. The True Book of Policemen and Firemen. Chicago: Children's Press, 1954. Large type and bright pictures in the book show how policemen and firemen qualify for their jobs and how they are trained.

Miner, O. Irene Savrey. The True Book of Our Post Office and Its Helpers. Chicago: Children's Press, 1955. This provides an over-all view of post office operations and the people who run them.

Mancure, Jane Belk. People Who Help People. Chicago: Children's Press, 1975.

Moore, Clyde, et al. Building Our Communities. New York: Charles Scribner's Sons, 1949.

Morris, Richard B. The First Book of the Constitution. New York: Franklin Watts, 1958.

Munson, Glenn. Groups and Communities. New York: Noble and Noble, 1974. "Our Home, the Earth" pp. 1-11; "People On Earth" pp. 16-32; "How We Live Together" pp. 68-84; "Communities Grow In Our Land" pp. 85-108; "A Town Becomes a City" pp. 109-126.

Naylor, Phyllis R. Getting Along in Your Family. Nashville; Abingdon, 1976.

Neigoff, Anne. The Energy Workers. Chicago: Albert Whitman Co., 1975.

Newman, Shirlee. About the People Who Run Your City. Chicago: Melmont Press, 1963. Simple explanation of different kinds of city government and responsibilities and training of people who work in various departments of a modern city.

Nighbert, Esther. The True Book of Cloth. Chicago: Children's Press, 1961.

Penn, Ruth Bonn. Mommies Are for Loving. New York: Putnam, 1962.

Petersen, Johanna. Careers with a Fire Department. Minneapolis: Lerner, 1975. Relates to the community.

Petersen, Johanna. Careers With the Postal Service. Minneapolis: Lerner, 1975.

P itt, Valerie. Let's Find Out About the City. New York: Franklin Watts, 1968. Simple text deals briefly with the buildings, people, work and activities of the community as a whole. Explains why there must be laws and describes neighborhoods of a city which are made up of people from other countries.

Poulet, Virginia. Blue Bug's Safety Book. Chicago: Children's Press, 1973. Safety signs figure in this simple story.

Priddy, Frances, Sam's Country. New York: McGraw Hill, 1969.

Provus, Malcolm. How We Get Our Shelter. Illinois: Benefic Press, 1962. Simple well organized text covers how man's shelters have changed through the ages.

Provus, Malcolm. How We Travel On Land. Illinois: Benefic Press, 1963. Simple historical outline of land transportation. Relates the interdependence of the various transportation networks.

Puner, Helen W. Daddies: What They Do All Day. New York: Lothrop, Lee, and Shepard Co., 1966.

Radlauer, Edward and Ruth. Water for Your Community. Los Angeles: Elk Grove Press, 1968.

Radlauer, Edward and Ruth. What Is a Community? Los Angeles: Elk Grove Press, 1967.

Ray, Jo Anne. Careers With a Police Department. Minneapolis: Lerner, 1973. Relates to the community.

Reed, Betty Jane. More Mom For Tom. Minneapolis: T. S. Denison, 1970. Relates to the home and family.

Reck, Alma Kehoe and Helen Hall Fichter. At the Railroad Station. Chicago: Melmont Publishers, 1958. Explains the many sights and activities to be discovered at railroad stations, both large and small.

Sattler, Helen Roney. Train Whistles, a Language in Code. Illus. by Tom Frank. New York: Lothrop, Lee & Shepard, 1977. Explains how trains use whistles to communicate.

Saul, Wendy. Butcher, Baker, Cabinetmaker. New York: Crowell, 1978. Photographs and text introduce women employed in jobs traditionally reserved for men.

Scharf, J. Thomas. History of Western Maryland. Baltimore: Regional, 1968. "The Early Settlers" pp. 58-73; "Logan and Cresap" pp. 101-110.

Schina, Marilyn, R.N. and Polly Bolian. I Know a Nurse. New York: G. P. Putnam's Sons, 1968. Discusses a nurse's training and responsibilities.

Schwartz, Alvin. The Night Workers. New York: Dutton, 1966.
The night workers of a great city are described from the time late in afternoon when the first night nurse goes on duty until early the next morning when the first workers flood the buses and subways. Brief text narrates the story for each photograph.

Schwartz, Alvin. Stores. New York: Macmillan, 1977.
Black and white photos and the text take the reader "behind the scenes" in 40 various stores.

Sedgwich, Ursula. My Learn To Cook Book. Wisconsin: Western Publishing Co., 1967.

Senesh, Lawrence. Our Working World Cities. Chicago: Science Research Assoc. 1973. Excellent.

Shanks, Ann. About Garbage and Stuff. New York: Viking Press, 1972.
Very effective photographs help tell the story of how one family purchases commodities, produces garbage and disposes of it by recycling. Ends with suggestions about what even small children can do.

Shannon, Terry. About Food and Where It Comes From. Chicago: Melmont Publishers, Inc., 1961.

Shapp, Martha and Charles. Let's Find Out About Houses. New York: Franklin Watts, Inc., 1962.

Shay, Arthur. What Happens at a Gas Station. Henry Reginery Co., 1972. The activities of a busy metropolitan gas station are explored through minimal Text embellished by black and white photos.

Shay, Arthur. What It's Like to be a Fireman. Chicago: Reilly & Lee, 1971.

Shay, Arthur. What It's like to be a Nurse. Chicago: Reilly & Lee, 1972. Black & white pictures aid the text in tracing the training of 3 girls in the nursing program of a metropolitan hospital.

Shay, Arthur. What It's Like to be a Pilot. Chicago: Reilly and Lee Books, 1971

Simon, Norma. All Kinds of Families. Chicago: Albert Whitman & Co., 1977.

Sootin, Laura. Let's Go to an Airport. New York: G. P. Putnam's Sons, 1957. A tour of the airport and the various activities necessary for its operation.

Stanek, Muriel. How Our Government Helps Us. Illinois: Benefic Press, 1969. A basic introduction to city, county, state, and federal government and their purpose.

Stanek, Muriel. How People Earn and Use Money. Illinois: Benefic Press, 1968. An elementary introduction to basic economic and monetary systems.

Stanek, Muriel and Johnson, Barbara. How People Live in the Big City. Chicago: Benefic Press, 1964.

Stanek, Muriel. How Rules and Laws Help Us. Chicago: Benefic Press, 1969. Illustrates the need for rules and laws at home, in school and at various levels of government.

Stein, Sara. A Hospital Story: An Open Family Book for Parents and Children Together. Walker, 1974. A unique presentation of a hospital visit. The book is designed with separate text for adult and child. Very good photographs.

Sung, Betty Lee. The Chinese in America. New York: Macmillan Pub. Co., 1972.

Troop, Miriam. Children Around the World. New York: Grosset and Dunlap, 1964.

Tunis, Edwin. The Young United States 1783-1830. New York: World, 1969. "The Farmers" pp. 15-28; "The Villages" pp. 29-36; "The Wilderness" pp. 43-44; "The Frontier" pp. 45-48.

Turner, Mina. Town Meeting Means Me. Boston: Houghton Mifflin Co., 1951.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Athenium, 1975.

Waldo, Myra. The Complete Round-the-World Meat Cookbook. New York: Doubleday and Co., Inc., 1967.

Welty, Dr. Paul. The True Book of Freedom and Our U. S. Family. Chicago: Children's Press, 1961.

White, David Omar. Elizabeth's Shopping Spree. New York: Knopf, 1966.
Set of 8 books, reel to reel tape.

Whitney, A. M. Just Awful. Atlanta: Addison-Wesley, 1971.
James has his first visit to the school nurse when he cuts his finger.

Williams, Barbara. I Know a Bank Teller. New York: Putnam, 1968.

Williams, Barbara. I Know a Mayor. New York: Putnam, 1968.

Williams, Barbara. I Know a Policeman. New York: Putnam, 1968.

Winn, Marie. Fisherman Who Needed a Knife; A Story About Why People Need Money. Simon Schuster, 1970.
A simple story illustrating how man progressed from a bartering system to a money economy.

Winn, Marie. The Man Who Made Fine Taps, A Story About Why People Do Different Kinds of Work. Simon Schuster, 1970.
Explains the division of labor in an easy to understand story. Appended are some suggested activities.

Young, Margaret B. The First Book of American Negroes. New York: Franklin Watts, Inc., 1966.

Zion, Gene. Dear Garbage Man. Scranton: Harper, 1957.
Stan does not want to give the "chewer-upper" on his truck any trash which someone can use.

Grade 2

TEXTBOOKS

Anderson, Edna. Families and Their Needs. New Jersey: Silver Burdett, 1972.

Anderson, Edna A. and Anderson, Norma Jean. Living in Communities. New Jersey: Silver Burdett Company, 1976. Chapters 1-6.

Brandwein, Paul F. and others. The Social Sciences: Concepts and Values. New York: Harcourt, Brace and Jovanovich, 1970. Level 1. Relates to ethnicity and the family.

Early, Margaret et al. Ring Around the World. New York: Harcourt, Brace and Jovanovich, 1970. "Inoke Sails the South Seas" pp. 68-75.

Frampton, Jerome, Jr. Bibliography of Sources for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities. Maryland State Department of Education, Library Services, 1973. Relates to ethnicity.

Frampton, Jerome, Jr. Guidelines for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities. Maryland State Department of Education, Library Services, 1973. Relates to ethnicity.

Fraser, Dorothy M. and Hoy, Harry E. ABC Social Studies Series, Our Community. New York: American Book Company, 1961. Good for community living.

Gidal and Shackelton. Families Live Everywhere. Massachusetts: Ginn and Co., 1972. Levels 1 and 2.

Groups and Communities. New York: Noble and Noble, 1974. Levels 2 and 3. How we live together; chapter on Cumberland; Indian Community.

Jackson, Kathryn. The World Children Live In: Homes Around the World. Morristown: Silver Burdett, 1965. Level 1. Relates to ethnicity and the home.

Jarolimek, John, et al. Places Near and Far. New York: Macmillan, 1978. Levels 2 and 3. Norway, Japan; Town Hall.

Jarolimek, John, et al. School Friend. New York: Macmillan, 1978. Level 1. Communities in Other Lands; America Today and Yesterday.

Kablitz, Minnie W. The Negro in Schoolroom Literature. New York: Center for Urban Development, 1970. Relates to ethnicity.

King, Frederick and others. Families and Social Needs. River Forest: Laidlaw, 1968. Level 1. Relates to ethnicity. Relates to the family and home.

King, Frederick and others. People at Home: Concepts in Social Sciences. River Forest: Laidlaw, 1968. Level 1. Relates to the home and family.

King, Frederick M., et al. Communities and Social Needs. Illinois: Laidlaw Brothers, 1968. "Communities and Their People" pp. 53-62; "Community Government" pp. 71-75.

LaRue, Sydney and William. Voices of Families. California: Leswing Communications, 1971.

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Wann, Wann, Sheehy. Learning About Our Families. Boston: Allyn and Bacon, 1967.

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Munson, Glenn. Groups and Communities. Noble and Noble, New York, 1974.

FILMS AND FILMSTRIPS

Films and filmstrips from the Instructional Media Center

F-5612	Everyone Helps in a Community Opens with a self-sufficient pioneer farm family. Traces growth of a community, the advent of the railroad, and modern division of labor.	14 min.	color	1963	
F-215	Fable of He and She A delightful story explodes traditional sexual stereotypical roles in an imaginary land. Clever animation.				
F-318	Let's Build a House Two children help their father build a play house and in the process learn what goes into the making of a real house.	11 min.	color	1960	P
F-346	Mailman A good behind-the-scenes look at the activities and responsibilities of mail carriers.	11 min.	B & W	1964	P
F-209	People Are Different and Alike Illustrates universal basic needs and how they are met around the world.				
F-356	The Policeman A near accident begins an exciting day in which 2 children observe the daily activities of a metropolitan police department.	11 min.	color	1966	P, I
F-6205	To All the Worlds' Children Navajo children go to boarding school to learn English and acquire an education. Gives insights into reservation life and the difficulty of making a transition to the "outside" world. May be a little old for 2nd grade. Teacher may select appropriate portions.				

F-411	Tug Boats and Harbors Tug boats, valuable helpers for harbor communities.	11 min.	color	1961	P
F-412	A Visit to the Waterworks A field trip to the waterworks.	11 min.	B		P
F-536	Why People Have Special Jobs - (The Man Who Made Spinning Tops) Animated film based on the book of the same title. The basic economic concept of specialization of labor.	10 min.	color	1970	P
F-527	Work Around the World How basic needs are met around the world.				

Filmstrips

FS-666	It Takes Everybody to Build This Land Folksongs and black and white photography reveal interdependence of people from pioneer times to more recent times.
FS-141M	Airport Service - Airport Workers - Air Cargo Service - Metropolitan Airport - The Community Airport - Air Safety - Passenger Service
FS-920	People in Our Community Introduces the concept of American customs emerging from a diversity of ethnic backgrounds.
FS-1005	Automobile Service Station An interesting, if idealized, look at the services available at a gas station, plus some discussion of the automobile's development and significance.

Filmstrips

FS-4066CT **Career Mothers**

Advertising agency executive
Retail clerk
Nurse
Teacher
Commercial Artist
Factory Worker

Shows women fulfilling non-traditional roles.

FS-139M **A City Is Many Things**

- A City Is Buildings
- A City Is Services
- A City Is People at Work
- A City Is Transportation
- A City Is People at Leisure

Chiefly photographs with a minimal text.

FS-4256 **Classroom Journeys**

- A Trip to an Airport
- A Trip to a Court
- A Trip to a Sewage Treatment Plant
- A Trip to an Electric Power Plant
- A Trip to a Fire Station
- A Trip to a Police Station

FS-4106 **Community Workers and Helpers, Group 1**

- Doctor's Office Workers
- School Workers
- Library Workers
- Supermarket Workers

Helps, also, to develop the concept of "community."

FS-4111CT **Community Workers and Helpers, Group 2**

- Department Store Workers
- Hospital Workers
- Fire Department Workers
- Television Workers

Helps define "community", acquaint students with various occupations, and illustrate the interdependence of community members. Sex-role stereotyping needs to be counterbalanced.

Filmstrips

FS-683	Conduct and Behavior on the Playground Good manners while using playground equipment is shown.		
FS-1019	Education and the Teacher Discusses the training and role of a teacher		
FS-136 M	Fathers Work - My Dad Works: In a Supermarket - My Dad Works: In a Shoe Store - My Dad Works: In a Service Station - My Dad Works: In a Factory - My Dad Is a Carpenter - My Dad Is a Moving Man		
FS-1017	Fire and Fire Fighters Good introductory treatment	41 F	color
FS-1172	The Garment Factory We take a look inside a garment factory to see how our clothing is made.	38 F	color
FS-4534CT	I Want to be. . . Included teacher, librarian, nurse, doctor, pilot, and fireman.		
FS-727	Janet Visits a Dairy Farm Simplistic text and dated pictures, but it does show some activities on a dairy farm.		
FS-922	Knowing Our Community - Long Ago and Today Excellent content, despite dated nature of pictures. Begins with a definition of community and offers students suggestions for learning about their own community's past.		
FS-917	Living In a Big City Presents good materials and asks thought-provoking questions throughout the text.		

Filmstrips

FS-916	Living in a Town Illustrates life in a small town. Encourages student to make comparisons with his community.		
FS-915	Living on a Farm Somewhat dated look at the activities of a farm family.		
FS-1002	The Neighborhood Barber Tells the history of barbering and illustrates the services provided by barbers.	39 F	color
FS-1003	The Neighborhood Beautician A somewhat dated view of the activities in a beauty shop.	32 F	color
FS-998	The Neighborhood Doctor	44 F	color
FS-1006	The Neighborhood Fish Store Acquisition and preparation of seafood for retail sale.	35 F	color
FS-1004	The Neighborhood Newspaper Store The role of the newspaper and how it is printed.	44 F	color
FS-999	The Neighborhood Nurse	37 F	color
FS-1001	The Neighborhood Optometrist A school eye exam sends Christie to the optometrist where she gets the needed glasses. Also gives a historical overview of the development of glass lenses.	47 F	color
FS-4603R	Ninety Billion Raindrops A look at the postal system produced by the U.S. Postal Service.		
FS-313	Occupations and Amusements The occupations and amusements of colonial Americans.	25 F	color

Filmstrips

FS-4562CT — Our Society — 1971 — P.I

- The Family: No Place Like Home
- The Government: Jimmy Gets the Picture
- The School Angel's Strange Journey
- Custom and Tradition: Why Do I Have to?
- The Economy: Breaking Into Business
- The Community: A Lot to Do

Good teacher's guide and suggested activities.

FS-3041R — Our World of Sights and Sounds, Group 1

- Sights and Sounds of Home
- Sights and Sounds of the Neighborhood
- Sights and Sounds of the Farm
- Sights and Sounds of the City
- Sights and Sounds of the Pet Shop
- Sights and Sounds of the Amusement Park

FS-4431CT — Outset/People We Know

Deals with basic needs, people are different and alike, and various occupations important to the community. Excellent.

FS-4161 — People Who Help Others

- People Who Help Others
- Community Organizer
- Day Care Worker
- Physical Therapist

Better for intermediate grades, but teacher may wish to consider.

FS-1243 — People Who Work While You Sleep — 1973 — P,I

Illustrates the many important occupations which are active through the night.

FS-1016 — Police and Police Protection — 47 F — color

Discusses the need for laws, and many aspects of a policeman's training and role.

FS-1024 — Recreation, Park, and Playground Workers — 50 F — color

Deals chiefly with the role of parks in providing recreational areas and preserving areas of natural beauty.

Filmstrips

FS-131M — What Do You Think?

Helping Your Family?
Lying
Finders Keepers?
Helping Your Community?
Promises?
Tattling?

FS-946 — What Is A Job?

Endeavors to answer the title question by revealing the characteristics and qualities which define a job.

FS-4052R — Wonderful World of Work

Electrical Workers
Gas and Oil Workers
Telephone workers
Technical and Industrial Workers

FS-4028R — Wonderful World of Work, Part 1

Service Station Workers
Supermarket Workers
Drug Store Workers
Dairy Product Delivery

How these occupations are important in our daily living.

FS-4033R — Wonderful World of Work, Part 2

Mail Delivery
Delivery Service
Gas & Oil Services
Electrical Services

This series is designed to show how these occupations provide services that are needed for contemporary lifestyles.

FS-4047R — Wonderful World of Work, Part 5

Distributive Occupations
Office Occupations
Health Service
National Resources

Helps illustrate the interdependence of roles and jobs in our society.

Filmstrips

FS-1174 — The Retail Store — 36 F color

Traces a shipment of clothes from their arrival at the department store through their purchase. Follows FS-1172.

FS-1021 — Social Service and the Social Worker — 41F color

Demonstrates the need for social services in modern society. Illustrates role of social worker.

FS-298 — Solving Community Problems

From the "Life 100 Years Ago" series.

FS-5305CT — Sparkle and Spin

This kit contains sound filmstrips of the following books:

- Brown Cow Farm by Ipcar
- I Read Signs by Funk (street signs)
- What Do You Say, Dear? by Joslin (manners)

FS-4606CT — Transportation: Our Railroads — 1972 P,I

- Tracks, Yards and Signals
- The Work Trains Do
- From Engine to Caboose
- Railroads Are People, Too

FS-1023 — Transportation and Transportation Workers — 43 F color

Looks at different modes of transportation in the cities.

FS-A-221S — True Book Community Helpers

- Schools
- Airports and Airplanes
- Our Post Office
- Health
- Houses
- Policemen and Firemen

FS-301 — The Village

Tries to illustrate a typical village in the northeast of colonial America.

Filmstrips

FS-921 — Working in Our Community

Helps distinguish between occupations which provide services, products or professional assistance.

FS-4101CT — Working in U. S. Communities, Group 1

- Douglas, Wyoming: Ranch Community
- Flagstaff, Arizona: Service Community
- Rockland, Maine: Coastal Community
- Old Sturbridge and Mystic Seaport: Historic communities

A look at 4 different American communities.

FS-12060 — Working Together on Man's Earth

- Cities Help People
- Farmers Help People
- Helping One Another
- Different Communities
- Two Different Climates
- A Mining Community

Pupils see how products, services and skills of diverse labor groups depend on each other.

FS-5062 — World of Work: Adventures of the Lollipop Dragon

An excellent series which touches a variety of relevant points.

MATERIALS

SL-115-G — Airport Workers

This slide set and teacher's guide are recommended as supplements to studies of the city, occupations or transportation.

SP-1518 — Bicycle Safety

9 in the set. Disney characters help convey the message. Teacher's guides on reverse.

SP-1541 — City Workers

16 pictures of various workers, with teacher's guide.

SP-1536 — Dairy Helpers

Color picture set with informative blurbs on reverse.

SP-1535 — Fire Department Helpers

A set of 8 picture-story study prints.

SP-1537 — Hospital Helpers

8 picture-story study prints.

SP-1531 — Keeping the City Clean and Beautiful

8 picture-story study prints. Some sex-role stereotyping in the print portion.

SP-1532 — Moving Goods For People in the City

8 picture-story study prints cover the topic.

SP-1530 — Neighborhood Friends and Helpers

8 study prints and guides focus on neighborhood activities and occupations.

SP-1517 **Pedestrian Safety**

9 in the set. Uses Disney characters. Includes teacher's guides and suggested activities.

SP-1534 **Police Department Helpers**

8 picture-story study prints.

SP-1533 **Postal Helpers**

8 picture-story study prints.

SP-1520 **School Bus Safety**

9 in the set. Uses Disney characters. Includes easel and teacher's guides.

SP-1539 **School Friends and Helpers**

8 study prints.

SP-1529 **Supermarket Helpers**

Set of 8 picture-story study prints. Illustrates the activities required to operate a supermarket.

T-671 **Sharing Life - How Does Each Person Count in a City?**

On a tape designed for a learning center, not a large group, a teacher encourages the child to think about why people need each other and choose to live near each other. Different kinds of communities are sighted.

T-670 **Sharing Life: What's Your Neighborhood Like?**

A reel tape for use with a small group at a listening center.

CH-001 **Telephone Courtesy**

Cute animal figures illustrate this chart.

CH-002 **Who Helps Us to Get Help?**

Shows children how to contact the operator in case of emergency and what information they should give the operator.

PIC-001 How Many Occupations Can You Find?

There are 2 scenes, one farm and one city, in which to look for occupations.

CT-2012 Helping Is a Good Thing: The Child and His World

Sanitation man	I help at home
Fireman	I help at school
Teacher	I help a friend
Bus driver	I help the city
Nurse	I help a new child
Doctor	I help animals
Policeman	I help a neighbor
Librarian	I help myself

Simple singing story lessons devised to help children understand themselves, their family and surroundings.

Kit 1109 Classroom Library: Occupational Awareness, Career Development

An extremely appropriate collection of good books.

K-1218 Sing a Song of People: Holidays and Seasons

3 Books, 3 Records P, I 1975

K-1220 Sing a Song of Praise: Neighbors

2 Books, 2 Cassettes P, I 1975

K-1219 Sing a Song of People: Home and Community

Includes :

A Policeman	Fire Song
At the Harbor	Las Gairotas
The Circus Train	Fun With Daddy
Flag Song	Helping Mother
Singing Postman	Steam Shovel
Trucks	Let's Build a House
Had a Little Rooster	